



Wisconsin Department of Public Instruction
TITLE I, 1003(g), SCHOOL IMPROVEMENT GRANT PRIORITY
SCHOOL APPLICATION
PI-9550-SSIF-PS (New 03-13)

Collection of this information is a requirement of NCLB.

INSTRUCTIONS: Return completed application by JUNE 14, 2013, to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
ATTN: MICHAEL DENNISON
TITLE I AND SCHOOL SUPPORT
P.O. BOX 7841
MADISON, WI 53707-7841

For questions regarding this grant, contact:

Jonas Zuckerman, Assistant Director
Title I and School Support
(608) 267-9136 jonas.zuckerman@dpi.wi.gov

Carolyn Parkinson, Education Consultant
Title I and School Support
(608) 267-1284 carolyn.parkinson@dpi.wi.gov

ORIGINAL

I. GENERAL INFORMATION

Local Educational Agency (LEA) Green Bay Public School District		Mailing Address <i>Street, City, State, ZIP</i> 200 S. Broadway	
Contact Person Lisa Bohm		Title Associate Director of ESEA	
E-Mail Address lombohm@gbaps.org		Fax Area/No. (920) 448-7332	Phone Area/No. (920) 448-2153
Grant Coordinator <i>If other than contact person.</i>		Title	
E-Mail Address		Phone Area/No.	
Grant Coordinator's Mailing Address <i>Street, City, State, ZIP</i>			

Grant Period		Total Funds Requested for Grant Period \$1,450,090	Total Funds Requested for Three Years \$0
Beginning Date <i>Mo./Day/Yr.</i>	Ending Date <i>Mo./Day/Yr.</i>		
7/1/2013	6/30/2014		

II. CERTIFICATION/SIGNATURES

WE, THE UNDERSIGNED, CERTIFY that the information contained in this application is complete and accurate to the best of our knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; and, that the indicated Local Education Agency (LEA) designated in this application is authorized to administer this grant.

WE FURTHER CERTIFY that the assurances listed below have been satisfied and that all facts, figures, and representation in this application are correct to the best of our knowledge.

Two signatures are required.

Signature of District Administrator ➤ <i>Michelle A. Langenfeld</i>	Date Signed <i>Mo./Day/Yr.</i> 7/8/13
Signature of School Board Clerk or Charter School Authorizer ➤ <i>Christine M. Tjffey</i>	Date Signed <i>Mo./Day/Yr.</i> 7/8/13

III. ASSURANCES**Federal Assurances**

1. The programs and services provided under this grant will be used to address the needs set forth in the application and fiscal related information will be provided within the fiscal year timelines established for new, reapplying, and/or continuing programs.
2. The programs and services provided with federal funds under this grant will be operated so as not to discriminate on the basis of age, gender, race, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities.
3. Administration of the program, activities, and services covered by this application will be in accordance with all applicable state and federal statutes, regulations, and the approved application.
4. The district will require the entity and its principals involved in any subtier covered transaction paid through federal funds, that requires such certification, to ensure it/they are not debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by a federal department or agency. {EDGAR-Part 85}
5. The Local Educational Agency (LEA) will evaluate its program periodically to assess its progress toward achieving its goals and objectives and use its evaluation results to refine, improve, and strengthen its program and to refine its goals and objectives as appropriate.
6. The LEA will submit to the department such information, and at such intervals, that the department requires to complete state and/or federal reports.
7. This program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
8. The LEA will cooperate in carrying out any evaluation of this program conducted by or for the state education agency, the secretary, or other federal officials.
9. The LEA will comply with civil rights and nondiscrimination requirement provisions and equal opportunities to participate for all eligible students, teachers, and other program beneficiaries.
10. The LEA will use fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds received and distributed under this program.
11. The LEA will (a) make reports to the Department of Public Instruction and the U.S. Secretary of Education as may be necessary to enable the state and federal departments to perform their duties under this program; and (b) maintain records, provide information, and afford access to the records, as the department or the U.S. Secretary of Education may find necessary to carry out their duties.
12. Each agency receiving funds under this grant shall use these funds only to supplement, and not to supplant, state and local funds that, in the absence of such funds, would otherwise be spent for activities under this section.
13. Before the plan was submitted, the school district afforded a reasonable opportunity for public comment on the plan and has considered such comment.
14. Any printed (or other media) description of programs will state the total amount being spent on the project or activity and will indicate the percentage of funds from the federally funded programs.
15. The LEA will adopt and use proper methods of administering such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; or (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
16. The LEA will administer such funds and property to the extent required by the authorizing statutes.
17. Each agency receiving funds under this grant shall not use these funds to provide non-educational incentives.
18. The LEA assures it will use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements.
19. The LEA assures it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority school that it serves with school improvement funds.
20. The LEA assures it will, if implementing a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
21. The LEA assures it will report to the SEA the school-level data required under section III of the final requirements.
22. The LEA has consulted, as appropriate, with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Priority schools.

State Assurances

23. The applicant will file financial reports and claims for reimbursement in accordance with procedures prescribed by the Department of Public Instruction.
24. No board or staff member of a LEA will participate in, or make recommendations with respect to, an administrative decision regarding a program or project if such decision can be expected to result in any benefit or remuneration, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit to him or her or any member of his/her immediate family.

IV. CERTIFICATION COVERING DEBARMENT

Must be submitted for discretionary projects only. However, agencies receiving funds under any of the other grant programs must collect this certificate whenever they enter into a covered transaction with a grantee. (Refer to instructions for more information.)

**Certification Regarding
Debarment, Suspension, Ineligibility, and Voluntary Exclusion
Lower Tier Covered Transactions**

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988, *Federal Register* (pages 19160-19211). Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted.

The prospective lower tier participant(s) certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

LEA/Agency/Company Name

Green Bay Area Public School District

Name and Title of Authorized Representative

Dr. Michelle Langenfeld, Superintendent

Signature

Dr. Michelle Langenfeld

Date Signed Mo./Day/Yr.

Aug 12, 2013

INSTRUCTIONS FOR CERTIFICATION

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transaction," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List (202-786-0688).
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Identify each Priority school the LEA commits to serve and the proposed budget for each school. Indicate the reform model the LEA will use in each Priority school it commits to serve by checking the appropriate box. Provide a budget for each year that does not exceed the number of schools it commits to serve multiplied by \$2 million or no more than \$6 million over three years.

[illegible]

VI. NEEDS ASSESSMENT

Complete the entire Needs Assessment section for each Priority school the LEA commits to serve or provide the lead turnaround partner's needs assessment that address each section listed. For additional schools, copy and paste the entire Needs Assessment section. Be sure to complete every subsection for every school.

1. School Name WEST ED NEEDS ASSESSMENT ATTACHED		2. Current Principal Name	
3. Number of Years in Current Position	4. Number of Years in this School	5. Number of Years in LEA	
6. Check one: <input type="checkbox"/> The current principal will be replaced. <input type="checkbox"/> The current principal will not be replaced because: <ol style="list-style-type: none"> 1. S/he was placed in this school as part of a broader reform effort, and 2. S/he has the experience and skills needed to implement successfully a turnaround, restart, or transformation model. 3. S/he was hired after July 1, 2008. 			
7. Grade Level Example: 9-12.	8. Total Enrollment	9. % Free / Reduced Lunch	10. % Special Education Students
11. % English Language Learners	12. Home Languages of English Language Learners <i>List up to three most frequent.</i>		
13. Briefly describe the school's enrollment area <i>neighborhoods, communities served.</i>			
14. List the feeder schools and/or recipient schools that supply or receive <i>most</i> of this school's students.			

15. Provide a summary profile of the teaching staff. For middle schools and high schools, categorize by subject area (English, math, science, etc.). For elementary schools, categorize by grade level or specialty area. Use Full Time Equivalent (FTE) counts.

[illegible]

VI. NEEDS ASSESSMENT (cont'd)

16. Enter teacher attendance rate in the table below. A teacher is absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. *A teacher should not be considered absent if he or she is attending professional development.*

School Year	2009-10	2010-11	2011-12
Total Number of Teachers			
Average Absences			
District Average of Teacher Absences			

17. Enter the percentage of all students and students in each subgroup who tested as proficient or better on the Wisconsin Knowledge and Concepts Examination (WKCE) for reading.

Reading	2009-10 %	2010-11 %	2011-12 %
All Students			
American Indian/Alaskan Native			
Asian/Pacific Islander			
Black Not Hispanic			
Hispanic			
White Not Hispanic			

18. Enter the percentage of all students for each grade level who tested as proficient or better on the WKCE for reading.

Reading	2009-10 %	2010-11 %	2011-12 %
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 10			

19. Enter the percentage of all students and students in each subgroup who tested as proficient or better on the WKCE for mathematics.

Mathematics	2009-10 %	2010-11 %	2011-12 %
All Students			
American Indian/Alaskan Native			
Asian/Pacific Islander			
Black Not Hispanic			
Hispanic			
White Not Hispanic			

20. Enter the percentage of all students for each grade level who tested as proficient or better on the WKCE for mathematics.

Mathematics	2009-10 %	2010-11 %	2011-12 %
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 10			

VI. NEEDS ASSESSMENT (cont'd)

21. Enter the average daily attendance percentage for all students and for each subgroup.

Average Daily Attendance	2009-10	2010-11	2011-12
All Students			
American Indian/Alaskan Native			
Asian/Pacific Islander			
Black Not Hispanic			
Hispanic			
White Not Hispanic			

22. Enter the suspension rate for all students and for each subgroup.

Suspension Rate	2009-10	2010-11	2011-12
All Students			
American Indian/Alaskan Native			
Asian/Pacific Islander			
Black Not Hispanic			
Hispanic			
White Not Hispanic			

23. Enter the graduation rate for all students and for each subgroup.

Graduation Rate	2009-10	2010-11	2011-12
All Students			
American Indian/Alaskan Native			
Asian/Pacific Islander			
Black Not Hispanic			
Hispanic			
White Not Hispanic			

24. Enter the school's mobility rate.

Mobility Rate	2009-10	2010-11	2011-12
All Students			

25. Briefly summarize previous and current reform and improvement efforts within the last five years and what impeded their success; for example:

- Adopted a model and curriculum to raise reading scores but was not able to implement with fidelity.
- District provided instructional coach but coach was not able to have an impact due to only visiting school twice per quarter.
- Adopted a block schedule for math and reading but inadequate PD funds limited ability for teachers to change instructional approach and fully utilize longer instructional blocks.

VII. STATEMENT OF NEED

Based on the information disclosed in the needs assessment above, summarize the needs identified for each school and provide a rationale for the intervention model selected. In order to summarize the needs, consider the following questions:

- What are the biggest areas of need at this school?
- Which student groups are experiencing the lowest performance in each of the areas, e.g., reading, mathematics, attendance, etc.?
- What trends are apparent in the data, e.g., reading, graduation, suspension, etc.?
- What characteristics of the student demographics should be taken into account in selecting a model and external partners/providers?
- What, if any, idiosyncratic characteristics of the enrollment area should be taken into account in selecting a model and external partners/providers?
- What characteristics of past experiences with reform and improvement efforts should be taken into account in selecting a model and external partners/providers?

SEE NEEDS ASSESSMENT RECOMMENDATIONS

VIII. SCHOOL PLAN

For additional schools, copy and paste the school plan for each Priority school receiving SIG funds.

For each eligible Priority school, complete the plan for the reading and mathematics goals, and, if applicable, other goals the LEA will implement with SIG funds. Plans must address the needs identified through data analysis for each school. The plan must include all elements of the selected reform model as identified in the guidelines. If current grant period activities address a reform model requirement, use the numbering system in Appendix A and identify the requirement in the column titled "Model Requirement Number." Full implementation of the selected model must begin at the start of the 2012-13 school year.

School Name		Reform Model			
Fort Howard Elementary School (SEE NEEDS ASSESSMENT AND DISTRICT VISION CARDS)		Transformation			
School Year	WKCE Reading Goal	Evaluation Methods e.g., WKCE data, local assessment, etc.	Baseline Data Complete when baseline data is available	Interim Progress Complete for the Interim Report	End-of-Year Progress Complete for the End-of-Year Report
2012-13					
2013-14					
2014-15					

To meet the five-year trajectory for student performance to be at or above the state average:
Identify additional reading goals for 2015-16.

Identify additional reading goals for 2016-17.

School Year	WKCE Mathematics Goal	Evaluation Methods e.g., WKCE data, local assessment, etc.	Baseline Data Complete when baseline data is available	Interim Progress Complete for the Interim Report	End-of-Year Progress Complete for the End-of-Year Report
2012-13					
2013-14					
2014-15					

To meet the five-year trajectory for student performance to be at or above the state average:
Identify additional mathematics goals for 2015-16.

Identify additional mathematics goals for 2016-17.

VIII. SCHOOL PLAN (cont'd)					
School Year	Other School Goals	Evaluation Methods <i>e.g., WKOE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>

IX. SCHOOL PLAN
This chart has been intentionally disabled.
Enter your plan into Indistar.

[illegible]

X. LEA SUPPORT FOR SCHOOL IMPLEMENTATION

For each Priority school, describe the actions the LEA has taken, or will take, to:

- i. Recruit, screen, and select external providers, if applicable, to ensure their quality.

WestEd was selected from a list of LTP's provided by the state. The District used an extensive selection process including telephone interviews, meetings with multiple stakeholder groups, and reference checks.

- ii. Align other resources with the interventions.

The Priority School plan is an extension of Fort Howard's Title I school improvement plan and is already aligned with District resources.

- iii. Modify its practices or policies (such as schedules, structures, teacher contracts, etc.), if necessary, to enable its schools to implement the interventions fully and effectively.

The instructional day will be extended by 30 minutes and the school year is being extended by 13 days. Teachers will receive additional pay for the additional instructional time. The Collaborative Learning teams are taking on a new structure. Highly structured parent meetings where parents meet with the teacher to review student data and goal setting in a schoolwide consistent format will replace parent teacher conferences.

- iv. Sustain the reforms after the funding period ends.

Leadership training, coaching, and professional learning will position staff to continue reforms such as the schoolwide parent engagement framework. The district will support and continue new practices that have proven effective as budgets allow.

XI. LEA CONSULTATION WITH STAKEHOLDERS

Describe the LEA's consultation, as appropriate, with relevant stakeholders regarding the application and implementation of school improvement models in its Priority schools.

Stakeholder groups participated in the selection process of the Lead Turnaround Partner, WestEd. West Ed conducted a "Four-Dimensional School Study" which led to the development of the Fort Howard School's school improvement plan. The four dimensions of the study detail the needs and assets of the school, WestEd's recommendations for improving the school, and stakeholders prioritizing the recommendations.

XII. LEA MONITORING PLAN

Detail the LEA's plan for ensuring that all funded Priority schools are on schedule in implementing the selected reform model.

Goal: To ensure timely and effective implementation of one of the federal reform models in all funded Priority schools.

[illegible]

XIIIa. BUDGET DETAIL

Date of Request Mo./Day/Yr.		Applicant Agency	Project No. For revisions only		
6/27/2013		Green Bay Public School District			
1. Personnel Summary (100s-200s)					
All staff must hold the appropriate license.					
List all employees to be paid from this project. Do not include contracted personnel employed by other agencies in this section. If a vacancy exists which will be filled, indicate "vacant".					
a. WUFAR Function Code Indicate for each position listed	b. Name	c. Position/Title	d. Project FTE	e. Date(s) Service to be Provided	f. Total Cost Salary Fringe
212200	Katie Barrientos	Social Worker - Bilingual	0.6	—	\$22,579 \$13,374
213000	Tammy VanEss	School Counselor	0.5	—	\$24,469 \$8,712
222000	Raquel Rand	Technology Coach	0.5	—	\$19,681 \$11,315
122000	Linda Zipperer-Wenzel	Literacy Coach	1.0	—	\$61,594 \$32,442
120000	Additional Hours added Instruction	36 Teachers		—	\$275,307 \$41,626
120000	Additional Hours Para Professionals	All Para Professionals	5.0	—	\$29,785 \$4504
260000	Additional Hours Clerical	Amy Rindfleisch	1.0	—	\$3,546 \$536
120000	Additional Hours Noon Hour Supervisors for added instructional days	TBD	4.0	—	\$2,006 \$166
120000	Teacher Substitute	TBD	0.5	—	\$23,860 \$5,498
120000	Mary T. Smith	Teacher Mentor	1.0	—	\$64,282 \$9,720
219000	Additional Hours Teachers Parent Engagement Visits	36 Teachers		—	\$9,090 \$1,374
221300	Add'l hrs Teachers Prof Learning; PDC, Summer Institute, Priorities	36 Teachers		—	\$93,032 \$12,677
Total Salary and Fringe					\$629,231 \$141,944
All project totals must equal salary and fringe totals on budget summary page.					

XIIIa. BUDGET DETAIL (cont'd)

Date of Request <i>Mo./Day/Yr.</i> 6/27/2013	Applicant Agency Green Bay Public School District	Project No. <i>For revisions only</i>
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2. Purchased Services Summary (300s)

a. WUFAR Function Code	b. Type of Service Purchased	c. Date(s) Service to be Provided	d. Specify Agency/Vendor or Supplier <i>If known</i>	e. Cost
221300	Lead Turnaround Partner	—	West Ed	\$240,000
221300	Institute of Higher Ed Professional Dev. Cert	—	University Wisconsin Green Bay	\$24,000
256700	Transportation for Additonal Hours of Instruc	—	Lamers Bus Lines	\$6,400
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Total <i>Must agree with Purchase Services Total on Budget Summary</i>				\$270,400

XIIIa. BUDGET DETAIL (cont'd)

Date of Request <i>Mo./Day/Yr.</i> 6/27/2013	Applicant Agency Green Bay Public School District	Project No. <i>For revisions only</i>
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3. Non-Capital Objects Summary (400s)

a. WUFAR Function Code <i>Indicate for each item listed in column c.</i>	b. Quantity	c. Item Name <i>Include all items budgeted</i>	d. Total Costs
120000	160	Power Cords Toshiba Laptops	\$4,160
120000	160	Adapters, USB synching cables, and keyboard cases for iPads	\$13,910
120000		Supplies for College/Career initiatives, PBIS/CHAMPS supplies, incentives, literacy and math supplies	\$10,000
221300		Professional learning books and supplies; incentives	\$21,100
120000	42	White Boards and Bulletin Boards	\$6,928
219000		Tables, chairs, and supplies for Parent Area	\$4,120
Total <i>Must agree with Non-Capital Objects total on Budget Summary</i>			\$60,218

4. Capital Objects Summary (500s)

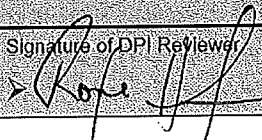
120000	170	iPad with Retina Display (iPad4)	\$94,860
120000	6	Carts for Toshiba Laptops	\$22,200
120000	160	Toshiba Laptop with 11 inch screen, including air servers	\$96,200
120000	4	Carts for Classroom iPads	\$12,640
Total <i>Must agree with Capital Objects total on Budget Summary</i>			\$225,900

XIIIa. BUDGET DETAIL (cont'd)		
Date of Request <i>Mo./Day/Yr.</i> 6/27/2013	Applicant Agency Green Bay Public School District	Project No. <i>For revisions only</i>

[illegible]

XIIIb. BUDGET SUMMARY				
Applicant Agency Green Bay Public School District		Grant Period Begin 7/1/2013	Initial Request	Date Submitted First Revision Second Revision
Project Number <i>For DPI Use Only</i>		End 6/30/2014		

Budget Revisions: Submit a copy of this page, with appropriate revisions included. (Attach this to a brief letter of justification.) Note: Submit request at least 30 days prior to expenditure of grant monies. If a field should be left blank, you must enter a zero "0" in that field.

WUFAR Function	WUFAR Object	Amount Requested	First Revision	Second Revision
Instruction (100 000 Series) Activities dealing directly with the interaction between instructional staff and students.	a. Salaries (100s)	544,416		
	b. Fringe Benefits (200s)	93,956		
	c. Purchased Services (300s)	0		
	d. Non-Capital Objects (400s)	34,998		
	e. Capital Objects (500s)	225,900		
	f. Other Objects (e.g., fees) (900s)	0		
	TOTAL Instruction	\$899,270	\$0	\$0
Support Services—Pupil and Instructional Staff Services (in 210 000 and 220 000 Series) Support services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development, supervision, and coordination of grant activities.	a. Salaries (100s)	168,851		
	b. Fringe Benefits (200s)	47,452		
	c. Purchased Services (300s)	264,000		
	d. Non-Capital Objects (400s)	25,220		
	e. Capital Objects (500s)			
	f. Other Objects (e.g., fees) (900s)			
	TOTAL Support Services—Pupil / Instructional Staff Services	\$505,523	\$0	\$0
Support Services—Administration (Associated with functions in 230 000 series and above.) Includes general; building; business; central service administration, and insurances.	a. Salaries (100s)	3,546		
	b. Fringe Benefits (200s)	536		
	c. Purchased Services (300s)	6,400		
	d. Non-Capital Objects (400s)	0		
	e. Capital Objects (500s)	0		
	f. Insurance (700s)	0		
	TOTAL Support Services—Admin.	\$10,482	\$0	\$0
Indirect Cost	Approved Rate %	\$34,815		
TOTAL BUDGET		\$1,450,090	\$0	\$0
DPI Approval	Signature of DPI Reviewer 		Date Signed Mo./Day/Yr. 10/30/13	

**APPENDIX A.
THE FOUR INTERVENTION MODELS**

Required elements for each of the four intervention models are listed below.

Requirements	Transformation	Turnaround	Restart	Closure
1. Replace the principal (except those previously hired for transformation or turnaround reform effort)	X	X		
2. Operational flexibility (budget, staffing, calendaring, school time/schedule)	X	X		
3. Identify/reward effective personnel and remove ineffective personnel	X			
4. High-quality, job-embedded, instructionally aligned professional development	X	X		
5. Financial incentives, career opportunities, and flexible work conditions	X	X		
6. New governance structure		X		
7. Identify and implement an instructional program that is research-based and aligned from one grade to the next and aligned with state academic standards	X	X		
8. Promote the continuous use of student data to inform and differentiate instruction	X	X		
9. Increased learning time	X	X		
10. Socio-emotional and community supports		X		
11. Ongoing family and community engagement	X			
12. Ongoing intensive technical assistance from LEA, SEA, or external partner	X			
13. Rigorous, transparent, and equitable teacher and leader evaluation systems using student growth in significant part AND other measures AND designed with teacher/leader input	X			
14. Replace over 50 percent of the staff using "locally adopted competencies"		X		
15. Close and reopen under a Charter School Operator/CMO/EMO			X	
16. Close the school and send students to nearby schools—including but not limited to charter schools or new schools				X